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THE BENEFITS OF SKIMMING TECHNIQUE IN READING COMPREHENSION TO THE SECOND SEMESTER STUDENTS OF SANATA DHARMA UNIVERSITY

Sintya Nirwana Gulo

Independent Contributor, Nias, West Sumatera

correspondence: sintyanirwanagulo@gmail.com**DOI:** 10.24071/uc.v1i1.2848

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Abstract

Reading is a process to make sense written idea through meaningful interpretation and interaction with the language (Heilman & Blair, 1981). One of the techniques that can be used in reading process is skimming technique. Skimming is used when a reader wants to cover the main idea of the text in a hurry. Basic Reading II class was chosen as the object of the research because reading techniques are covered in this semester. This research is aimed to answer a research question, namely how does skimming technique influences students' reading comprehension? In order to answer a research question, the researcher used quantitative method. Questionnaire was considered as the instrument. The researcher distributed the questionnaire to the 28 students in Basic Reading II class C of ELESP of Sanata Dharma University to get the data. The result of the data shows that most of students positively responded that skimming technique gave them benefits in their reading activity, such as increases their interest in learning English, saves their time, eases students to predict the content, helps students to find the main idea, and keeps them informed about the text.

Keywords: reading comprehension, reading process, skimming technique

Introduction

Proficiency in English covers four skills, namely speaking, listening, writing and reading. In order to understand the four skills students need to study and enrich their knowledge. One of the bases of studying and enriching knowledge is reading. Reading should be mastered by the students in learning a language. It is essential for having reading ability because the readers can transfer and develop science, technology, and cultural by reading. Without reading proficiency, readers cannot perform their knowledge and perform speaking English as well.

Simanjuntak (1988) defines that reading is the process to put the reader through the situation and the communication with the ideas. In other words, reading is a complicate process in order to make the reader creates the meaning from the text. The reader is an active person who solves the problem in reading to coordinate a number of skills and strategies to gain as he reads as a reading material. Moreover, reading activities are suggested by the goal of the readers and by specific characteristics of the reading passage.

Nowadays, there are many sources of information in literature media such as books, magazines and newspaper written in English that make reading becomes a serious activity. Some people read only to get the information as much as possible. Reading a passage is one kind of the activity of getting the information. Reading a passage is not easy, especially for students who did not really like to read. Reading activity is considered as a boring part in English. It happens because the myths that students hold about reading is that they must read every word in a passage. If students have several text books or passages and try to read every word of every assignment, they are likely to have little time left to study what they have read. Fortunately, not every word in a book or in a passage must be read, nor must every detail be learned. Students should select some words or sentences when they read a passage or a book to save their time.

Reading becomes one of the serious problems that happen in college. In fact, there are some students who still read slowly. When students decrease their speed in reading, they would take a long time to understand the context of the text. In this case, the researcher tries to find the benefits that might appear in reading comprehension activity by using one technique which is skimming technique.

Students in the second semester of ELESP of Sanata Dharma University are given Basic Reading II course. Moreover, Basic Reading II course is designed to help students develop their literal and inferential comprehension, basic reading skills (previewing, skimming, scanning, guessing word meanings from context), English vocabulary and reading aloud ability. In Basic Reading II course they got and learned some passages, articles, and sometimes they got short or long passages. They should read all the passages as fast as possible because they have to go on to the other materials. In Basic Reading II course, the students are able to find the reading strategies to be used in giving the critical responses to the ideas presented in the texts. There are some strategies or technique which is the students can use in order to read the passages quickly and get the meaning of the text. They can apply the reading speed in every passage they have. Unfortunately, reading speed is not so simple.

Reading comprehension is a kind of reading activity which is skimming can be an effective and useful technique to be used. Smith (1982) states “comprehension in reading is a matter of making sense of text, and of relating written language to what we have already known and to what we want to know” (as cited in Santoso, 2017). In order to make students get the information in the text, they should be aware to use an effective and useful technique in reading activity.

This study is expected to answer the research question. There is one research question in this study, which is: How does skimming technique influences students’ reading comprehension?

Literature Review

The Nature of Reading

Nuttal (1982) states that reading can be define as a meaningful written verbal symbol that make the interaction or relation between the symbol and the language skill of the readers. In this process the readers try to recreate the meanings or the message from the writer. Moreover, according to Clark and Silberstain (1987), “Reading as an active cognitive process of interacting with print and monitoring

comprehension to establish meaning”. It means that when the reader comprehends the message from the text, their prior knowledge and written information are combined.

Reading and Motivation

When lecturers make students interested in reading, usually they should like to read more. In this case, lecturers should always motivate students to read. Shepherd describes that “a students who does not like to read because of lack of motivation does not get the practice he needs in reading skills” (as cited in Simanjuntak, 1988). To make students’ motivation come up in reading activity, lecturer should be able to create, to foster, and to maintain the motivation. To do these activity effectively, lecturer must develop some understanding of motivation. Students who are not motivated to read see nothing in which reading that the needs of them. Simanjuntak (1988) reveals that motivation is like as the fulfillment for the needs. Therefore, as lecturer, they should give some motivations to the students and knowing students’ needs before ask them to read.

Reading Comprehension

Improving reading skill depends on the ability of the reader to handle a text or a passage. Therefore, teachers or lecturers’ job is facilitating what is essentially a natural process and make it more effectively; they must develop some understanding of the reading process. One kind of important things to do in reading process is reading comprehension activity. Fry (1963) defines that “reading comprehension is a part of communication process of getting the thoughts that were in the author’s mind into the reader’s mind” (p.24). The writer should have a distinct idea in his thought first, and the writer could transfer the idea into the printed one and the last the reader finds the printed word then gets the meaning of an idea. Furthermore, Nunan defines that “reading comprehension as a process that involves actively constructing meaning among the part of the text and between the text and personal experience. The reader comprehends the text by actively constructing meaning internally from interacting with the material that is read” (as cited in Patmawati, 2015). In short, the foundation of comprehension is the text and reader’s interaction.

Reading comprehension always follows by individual’s purposes and needs. Carrel (1987) says that “the previously acquired knowledge is called the reader’s ‘background knowledge’ and the previously acquired knowledge structures are called ‘schemata’. According to schemata theory, the text and the reader’s background knowledge is an interactive process to comprehend a text. Reading comprehension occurs when the students read their needs or at least see some reasons to read. Reading is a cognitive process that it means the brain does more of the work.

Simanjuntak (1988) defines two processes of reading comprehension. First is simple ‘identification’ and the second is ‘interpretation’. The identification process is the way of determining rapidly and accurately just what the text says. At this level, reading is a kind of information processing, the transferring of specific ‘bits’ of information from one system to another.

To make sense the information that is acquired, the good reader should combine all the subject that he has already known to his cognitive structure. To do

this the reader creates meaning which is understandable or structureable. This process is called 'interpretation'. At this level the reader must negotiate the meaning with the writer of the text, the text serving as spokesperson for the writer.

Three Models of Reading

When the reader processes the text in constructing meaning it is described by their reading models that they used. There three models of reading that will be discussed which are concerned with how the reader translate a text into meaning, namely "bottom-up model", "top-down model", and "interactive model".

The Bottom-up Model

Eskey (1986) denotes that bottom-up model is a reading process which involves "exact, detailed, sequential perceptios and identification of letters, words, spelling patterns and larger language units". In this model, the reader moves his eyes from left to right, combines to forms words then combining the words to form phrases, clauses, and sentences of the text. Moreover, according to Kucer (1987) states that "the bottom-up model is known as phonic, which requires the learners to match letters with sounds in a defined sequence and reader decodes a text word by word, linking the words into phrases and then senteces".

The Top-down Model

Carell and Eisterhold (1987) denote that top-down is a reading model that "occurs when the reader makes general prediction based on higher level, general schemata and then searches the input for information". To predict the meaning of the textin this model, the process of reading comprehension should deal with the background of knowledge. It means that the reader should read sentences in a text then tries to find the information by guessing the meaning of the text.

The Interactive Model

This model is the combination between both models of reading; the bottom-up model and top-down model. In other words, interactive model recognize the interaction of both reading models throughout the reading process. Moreover, Eskey (1986) denotes that "the interactive models of reading process deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the readers' cognitive structure".

Skimming Technique

Skimming is a fast reading technique that a reader can finish in a short time and it is very helpful when a reader wants to finish to read the material quickly (Fry, 1963). Moreover, Brown (2004) explain that "skimming is the process of quick coverage of reading matter to establish its gist or main idea". In this technique a reader take the main idea from the material without reading the whole sentence or all the words in the text. In the practice of skimming, the reader should focus in the ideas and skip the unimportant words or sentences, marginal and unimportant part.

In order to get a clear meaning and to make the use of skimming technique effectively, the reader is able to process a text quickly. In addition, Nuttal (1982) mentions that by "skimming we mean glancing rapidly through a text to determine

its gist, for example in order to decide whether a research paper is relevant to our own work, or in order to keep ourselves superficially informed about matters that are not only of great importance to us”.

In the skimming technique the reader is looking for the gist and what is the writer’s message in the text without read details of the text. In short, the reader only do a preview and an overview of the material. According to Hancock (1987), in skimming “a reader reads the introductory information, the headings and subheadings, and the summary, if its provided”. When the students get the passage or the material, the first thing that they will read is the introduction of the text and then go on to the next paragraph until they get the meaning of the text.

Simanjuntak (1988) states that “skimming is a skill that requires concentration, superior vocabulary, and adequate comprehension skills”. When the students concentrate in the passage that they are going to read, it will make them find the meaning of the new vocabulary in the text even it is a difficult word. Then they will comprehend the text easily. In addition, the students should often practicing the skimming technique to fulfill their purpose in reading activity. Hence, skimming technique develops students’ skill to comprehend the main ideas of the text.

The Process of Skimming

According to Arundel (1999) “skimming is a strategy of rapidly moving the eyes over the text with the pupose of getting only the main ideas and general overview of the content”. There are some steps that the reader can do in skimming as follows:

1. “Read the tittle.” In skimming techique, the tittle can be the possible summary of the content.
2. “Read the introduction.” Usually in the intoduction we can find the main ideas of the text easily.
3. “Read paragraph completely.” Sometimes in the text there are some subheadings then we can read each paragraph to look for the relation among them.
4. “Read the first sentence of each remaining paragraph.” Sometimes in the text, the main ideas of the text can be find in the first sentence. Other possibilities, the writter puts the main idea in the last sentence if he begins the sentence with a question.
5. “Dip into the text.” To look for the clue words that answer who, what, when, why, where, and how, then looking for the proper noun, unusual words, etc.
6. “Read the final paragraph completely”. After there reader does the previous steps he can read the last paragraph of the text.

Those steps are really helpful for the students who want to get the idea of the passage or text in a brief time. Mikulecky (1990) states that “skimming is an important skill because students can save time; students can quickly decide what to read and what not to read.”

Furthermore, Fry (2000) explains that the steps to skim a text are:

1. Read the first several paragraph
2. Leave out the material (read only the key sentence)
3. Find the main idea
4. Read fast.

In skimming technique, the students are able to find the main in every paragraph and the information from the text. Students might not get all the information, but they can get some of them for example, some proper names of numbers (Fry, 1963).

To summarize, skimming is all that is necessary to obtain the information the readers want. Skimming technique requires students to comprehend the text or a passage. Students should try to go as fast as possible and leaving some pieces of the material. Skimming is done when the reader does not have enough time to read and they want to master the material as fast as possible.

The Advantages and Disadvantages of Using Skimming Technique

Skimming technique has many advantages if students use it properly in their reading activity. Mikulecky and Jeffries (2004) argue that “skimming is a technique which can be used in high speed reading in order to save time and help the readers get the meaning through lots of material as fast as possible” (p. 38). As a college student who has so many assignments, they should manage their time effectively. Skimming technique is a skill that is beneficial for the students. When they apply skimming technique in their reading, it will spend less time than normal time that they used to read. Moreover, Brown (2004) claims that “skimming is a prediction strategy used to give a reader sense of the topic and the purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader” (p. 213). Skimming technique is very useful in predicting what is going on in the text or even get the main idea of the text then make students answer the question quickly and exactly.

On the other hand, there are some disadvantages of using skimming technique in reading comprehension activity. There are two disadvantages according to Santoso (2017) the first one is “skimming technique needs a high accuracy in determining the precise time for reading activity and the second, skimming technique needs an extra time to solve students’ problem in reading activity.” For some students accuracy in reading is one of their problem that caused by their less concentration of the text. In this problem skimming technique became a disadvantage technique for them to be used.

Method

In order to answer the question that has been stated in Chapter I, the researcher used quantitative method approach to answer the question. “Quantitative method is typically begins with data collection based on a hypothesis or theory and it is followed with application and descriptive or inferential statistics” (Leedy, 1993). Johnson and Christensen (2012) mention that “quantitative research generally decreases measurement to numbers. In a survey research attitudes are usually measured by using rating scales. The interview or questionnaire provides a statement, and the respondents reply with one of the five allowable response categories.” After getting the answer from the respondents, usually the researcher calculate and reports an average for the group of respondents. Therefore, the researcher used this method to see the benefits of skimming technique in reading comprehension activity. The setting of this research was English Language Education Study Program of Sanata Dharma

University. This research was conducted in Basic Reading II class C batch 2017 and the participants of this research were second semestre students of Basic reading II class C in ELESP of Sanata Dharma University academic year 2017/2018.

In order to obtain the data, the researcher used only one kind of instrument that is questionnaire. According to Ary, et al (1979) “there are two types of questionnaire, they are closed form and open form. The closed form is used when to ease the respondents in answering the questionnaire because they just choose the available options, while the open form is used to obtain more information from the respondents” (p.75). This research used only one type of questionnaire which was closed form questionnaire to collect the necessary information from the respondents. The instrument has been used by Sutarsyah et al. (n.d) in “Using Skimming to Improve Students’ Reading Comprehension in Descriptive Text.”

Findings and Discussion

The Benefits of Skimming Technique in Reading Comprehension for the Second Semester Students of Basic Reading II

The benefits of skimming technique in reading comprehension for the Second Semester students of Basic Reading II can be seen from the result of the questionnaire. Based on the questionnaire result, the students considered some benefits from using skimming technique in their reading activity. The following are the explanation of the benefits. Table 1. presents the results of the questionnaire.

Table 1. The questionnaire results of the benefits of skimming technique in reading comprehension activity

No.	Statements	Degree of Agreement				
		SD (%)	D (%)	N (%)	A (%)	SA (%)
1.	“Skimming technique increases my interest in learning English.”	0 (0.00%)	1 (3.57%)	6 (21.43%)	15 (53.57%)	6 (21.43%)
2.	“Skimming technique facilitates me to find the main idea in the text.”	0 (0.00%)	0 (0.00%)	2 (7.14%)	19 (67.86%)	7 (25.00%)
3.	“Skimming technique facilitates me to predict the content of the text (Inferring the text).”	0 (0.00%)	0 (0.00%)	5 (17.86%)	19 (67.86%)	4 (14.29%)
4.	“Skimming technique helps me to save my time in reading and understanding the text.”	0 (0.00%)	0 (0.00%)	3 (10.71%)	13 (46.43%)	12 (42.86%)
5.	“After skimming technique has been applied, it is easier to answer the questions.”	0 (0.00%)	0 (0.00%)	9 (32.14%)	13 (46.43%)	6 (21.43%)
6.	“Skimming technique facilitates me to find the specific information	0 (0.00%)	2 (7.14%)	6 (21.43%)	14 (50.00%)	6 (21.43%)

No.	Statements	Degree of Agreement				
		SD (%)	D (%)	N (%)	A (%)	SA (%)
7.	from the text.” “Skimming technique facilitates me to understand the difficult word.”	1 (3.75%)	3 (10.71%)	11 (39.29%)	12 (42.86%)	1 (3.57%)
8.	“While reading, I need more time to read and understand the context of the text.”	0 (0.00%)	1 (3.57%)	7 (25.00%)	9 (32.14%)	11 (39.29%)
9.	“It is difficult for me to understand new vocabulary when using skimming technique.”	0 (0.00%)	2 (7.14%)	18 (64.29%)	6 (21.43%)	2 (7.14%)

Based on the data above, the researcher find out that skimming technique gave students the benefits in reading activity.

Table 1. shows the results of the questionnaire about the benefits of skimming technique in reading comprehension activity. The statement number one deals with the students’ interest in learning English, especially in reading activity. There were 21.43% (six students) of the total respondents strongly agreed and 53.57% (15 students) of the respondents agreed with this statement. There were 21.43% (six students) of the total respondents chose neutral. There was one student (3.57%) of the total number chose to disagree with the statement and none of the respondents strongly disagreed with that statement. Based on the result, it can be concluded that skimming technique gave the benefits to the students in their reading activity because it increases their interest in reading a passage.

The second statement of the questionnaire is about skimming technique that can facilitate students to find the main ideas of the text. Brown (2004) notes that “skimming is the process rapid coverage of reading matter to determine its gist or main idea.” One of the main point in skimming technique is to identify the main idea or the gist in the texts or passage. When students applied the skimming technique they could discover the main idea in the text without read the whole passage. Based on the questionnaire results there were 25.00% (seven students) of the total respondents strongly agree with this statement. Moreover, there were more than half or 67.86% (19 students) of the respondents chose agree. And the rest of the total respondents or 7.14% (two students) chose neutral and none of the respondents chose disagrees and strongly disagrees in this statement. Based on the results of the questionnaire, the percentages of this statement was higher than other statements, it showed that 67.86% of the respondents chose agree and 25.00% of the respondents chose strongly agree. Based on the questionnaire results, the researcher found out that students could easily discover or find the main idea in the text. That is one of the benefits of skimming technique in reading activity. In addition, skimming technique is an acceptable technique in reading activity.

Statement number three is about the prediction of the content of the text that students can do when they used skimming technique in their reading activity. Skimming technique make students easily looking for the gist of what the writer is

saying about without read the whole text. This statement related to the theory that Brown (2004) stated that “skimming is a prediction strategy used to give a reader a sense of topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader.” Based on the questionnaire results there were 14.29% (four students) of the total respondents strongly agreed with this statement. Then, there were more than half of the respondents or 67.86% (19 students) agreed with this statement. And the rest of the respondents or 17.86% (five students) chose neutral and none of the respondents disagreed and strongly disagreed with this statement. This statement was also the higher percentages result of the questionnaire after the statement number two.

The fourth statement was about the time that the students need in reading activity when they used skimming technique. Skimming is a useful technique that the students can use to finish the material in a short time. The use of skimming technique in reading activity was very useful because the students should not have to waste their time in reading a passage. The students read only what is important in the passage. “Skimming technique keeps the students informed in their general field of interest without taking their time that average reading would” (Fry, 1963). Based on the questionnaire results, it showed that students who chose agrees and strongly agrees were almost equal. They were agreed and also strongly agreed that when skimming technique is implemented in the teaching reading activity. There were 46.43% (13 students) of the total respondents agreed and 42.86% (12 students) strongly agreed with this statement. There were 10.71% (three students) chose neutral and none of the respondents disagreed and strongly disagreed.

Sometimes the purpose of the reading is “to find the answer of a question and the students skim through the reading material is looking for just one thing; that is the answer” (Fry, 1963, p.61). By applying skimming technique in reading activity properly, the students would be able to decide which one they should read in the passage. After they selected word by word in the passage, they would find the answer of the question related to the passage easily and quickly. Based on the questionnaire results, there were 21.43% (six students) of the total respondents strongly agreed and there were 46.43% (13 students) agreed. And the rest of the respondents or 32.14% (nine students) chose neutral and none of them disagreed and strongly disagreed. It showed that if the students could apply skimming technique in their reading comprehension they could find the answer quickly.

Beside the students could find the answer of the question quickly, the skimming technique also made the students could find the specific information in the passage clearly. Students only read the key words of the passage to find the specific information which was discussed in the passage. Based on the questionnaire result, there were 21.43% (six students) strongly agreed and 50.00% (14 students) agreed with the statement number six and there were 21.43% (six students) chose neutral. However, there were 7.14% (two students) disagreed with this statement and none of them chose strongly disagree. Based on questionnaire results, not every student in that class applied skimming technique in their reading activity. Skimming is a useful skill when a student can apply it properly in their reading activity. In skimming, “the students attempt to get the main idea of every paragraph plus a few of the facts” (Fry, 1963, p.53). Skimming is a technique that drills the reader to read the key words to get the main idea and then they would

find a few of the facts or information in the passage. Therefore, students should be concentrated when they read a passage. "Skimming is a skill that requires concentration, a superior vocabulary, and adequate comprehension skills" (Simanjuntak, 1988, p.55). Based on the questionnaire results, the researcher stated that skimming technique can facilitate students to find the specific information in the text. It can be seen from the questionnaire results, that there were more than half of students who chose strongly agree and agree in this statement, even though the rest of the students chose neutral and disagree.

"Skimming is a skill that requires concentration, a superior vocabulary, and adequate comprehension skills" (Simanjuntak, 1988, p.55). It took a deep concentration when students applied this technique. When a student can do a deep concentration they can select the important words and phrases and discover the material in a short time. By applying skimming technique in their reading the students would understand some words even though those were difficult words. However, some students in Basic Reading II class did not apply this technique properly. Based on the questionnaire result, there were 3.57% (one student) of the total respondents strongly agreed in the seventh statement. There were 42.86% (12 students) of the total respondents agreed with this statement. There were also 39.29% (11 students) of the total respondents chose neutral in this statement. There were 10.71% (three students) of the total respondents disagreed with this statement and there was 3.75% (one student) strongly disagreed with this statement. Based on the data above, it showed that some students could understand difficult words when skimming technique is implemented in their reading activity. Moreover some students chose neutral because sometimes they could understand difficult words in the passage and sometimes they could not understand difficult words in the passage when they applied skimming technique through their reading activity. The researcher concluded that students who chose disagree and also strongly agree were the students who did not apply and practice skimming in their reading activity. "Skimming is a technique that takes practice" (Fry, 1963, p.56). Students can find the meaning of difficult words if they can apply skimming technique in their reading activity properly.

Skimming is a usefulness technique that can be applied in reading activity. It is really helpful for the students who do not have enough time to read the passage so they read it in a hurry. However, this technique would not give an advantage to the students who have weakness in their reading skill. Statement number eight was about how the students read and understand the context of the passage when skimming technique is implemented. Based on the questionnaire result, there were 39.29% (11 students) of the total respondents strongly agreed and there were 32.14% (nine students) agreed. There were also 25.00% (seven students) of the total respondents chose neutral and there was only one student (3.57%) disagreed and none of them chose strongly disagree in this statement. Based on the data above the researcher concludes that some students need the more time to read and understand the a passage. "It needs a high accuracy in determining the precise time for reading activity" (Santoso, 2017). When skimming is applied in reading activity, some students need to think and analyze the context of the passage. They need more time to do it. Hence, skimming technique takes practice in reading activity because it would give some benefits for students.

Skimming is a technique that students can apply when they do not have enough time to read the passage. In skimming technique, the students read the passage in order to get and determine the main idea. Students should understand the meaning of some words to make them understand the context of the passage. However, some students have problems in their reading; one of them is vocabulary analysis. Statement number nine was about how students understand the new vocabulary when skimming technique is applied in their reading activity. Based on the questionnaire result, there were 7.14% (two students) of the total respondents strongly agreed and there were 21.43% (six students) agreed. Moreover, there were 64.29% (18 students) of the total respondents chose neutral, 7.14% (two students) disagreed, and none of them chose strongly disagree. From the data above the researcher concludes that some students agreed even strongly agreed with this statement because they faced some difficulties in understanding the meaning of a word when they did not have enough time. "Skimming need extra time to solve students' problem in reading skill" (Santoso, 2017). One of students' problems in reading activity is understand the meaning of a new word in the passage. However, there were almost half students chose neutral in this statement. It showed that, sometime students can understand the meaning of a word when skimming technique and sometimes they cannot, it depended on the level of difficulties in a passage. From the data above, the researcher thought that it was beneficial when skimming technique is applied in reading activity. Even though students have problems in their reading activity, when they applied skimming technique properly and always practice it, they can solve their problems and they will accustom to it.

Conclusion

This research aims to know how skimming technique influenced students in reading comprehension activity. After presenting the research findings and the analysis, the researcher draws some conclusions and provides several recommendations towards the implementation of skimming technique in Basic Reading II class C of Sanata Dharma University in academic year 2017/2018 that is beneficial for the second semester students.

The research question was answered by distribute the questionnaire to the students. According to the result of questionnaire, the researcher concluded that skimming technique gave some positive effects if students apply the skimming technique in their reading comprehension activity properly. Since most of the students agreed that skimming can increase their interest in learning English; students facilitated to find the main idea in the text by using skimming; they can make a prediction of the content of the text; using skimming technique can save their time because they do it in a hurry; it is easier for the students to answer the question; facilitate students to specify the information from the text and make them understand some new difficult words, the researcher concludes that skimming is a helpful technique if students can apply in in their reading activity properly.

Based on the data that have been presented in the previous chapter there were some students who need more practice in using skimming technique. Skimming is not a skill which should be used at all times, or a type of reading which should replace all average or study reading. But, it is a skill which can and should be used

in many instances. When students become familiar with the technique, they will find where it can be used to their advantages.

Based on the questionnaire result, it showed that skimming technique has good influence to the students. Most of the students agreed that skimming spent less time and they could find the gist of the text in a short time without read the whole passage. In addition, skimming is a useful technique to be developed and used in learning process, especially in reading activity.

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